**Annotated Bibliography: Heggerty Phonics**

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Annotated Bibliography

DeMauro, S. (2023). Developing the Skill of Segmenting. Retrieved from https://phonicshero.com/segmenting/.

Segmenting is the ability to break down sounds when given a word. For example, asking a student “what is the first sound you hear in “map””? and they would reply with *“/m/”****.*** This skill is important to have for not only spelling but being able to read new words by understanding letter sounds. As mentioned before, segmenting and blending go hand in hand and this author argues the same idea as the other, stating that segmenting should be taught orally first. This aligns with Heggerty’s lessons as they are all oral games to engage kids in different phonic strategies. Explaining and explicating teaching what segmenting is can help improve the students understanding of what you’re asking them to do. Modelling the required task is critical to ensure that students can do this by themselves. Heggerty does a great job of this as the teacher always models first and then asks the students to repeat. In some instances, the teacher and students work together to segment words in later lessons.

When moving on to writing, students should be given manipulatives to visually see the segmenting taking place. Segmenting must be practiced perfecting the skill. This is one of the harder tasks and without the practice and guidance from a teacher it will be difficult. Heggerty’s lessons increase in difficulty and bring in initial, medial, and final segments of words as well as segmenting syllables and “chopping” words up and then blending them back together.

As previously said, blending and segmenting go hand in hand and Heggerty’s lessons do a great job of continuing with the same words in their lessons to show how the words can be built and torn down over and over.

It does not replace phonics instruction but rather comes along beside it. Implementing solely Heggerty is not enough to support readers in the classroom. This is supported by previous literature as well that suggests multiple avenues needs to take place to develop successful readers.

Fletcher, J. M., Savage, R., & Vaughn, S. (2020). A commentary on Bowers (2020) and the role of phonics instruction in reading. *Educational Psychology Review*, *33*(3), 1249–1274. https://doi.org/10.1007/s10648-020-09580-8

Balanced Literacy is described as whole word learning and ignoring phonics until it is absolutely needed. The belief is that learning the whole word is innate and possible for anyone to learn. However, research has shown that even minimal phonics instruction is more beneficial and that is not how we learn how to read. With that, classrooms are still using Balanced Literacy and in this meta-analysis, the author attempts to ask the “right” question regarding what should be taught in a literacy lesson. The agreement that can be made through the paper is that phonics should be explicitly taught first but needs to be followed by a meaningful lesson that is intentional. As well, reading lessons need to be diverse to represent a wide range of learners and expecting one trick to work for all students is ridiculous. The underlying issue is that there is still not enough research about how we learn to read, including different demographics and populations ensuring success for all.

This paper is useful as it shows that Balanced Literacy cannot do student justice by itself. Phonics instruction is needed to help readers. However, it is important to note that phonics cannot be taught alone in isolation, and it must be combined with meaningful lessons, as well as a knowledgeable number of skills and strategies to help all learners succeed including those with disabilities, English language learners and different cultures.

Heggerty. (2023). *Case Study: Aspire Public Schools.* Learning Resources, LLC. <https://heggerty.org/wp-content/uploads/2023/02/Heggerty_Case-Study_Aspire-2.pdf>

In a review of their program, Aspire Public Schools in the United States of America wanted to assess Kindergarten and Grade 1 students on their Phonemic awareness skills as they were seeing that most kids were not benefitting from their current literacy instruction. The board found that by implementing Heggerty into their classrooms for only 12 minutes as day it increased kid’s phenomic awareness scores by 222%. As well, 75% more Kindergarteners started grade one above the benchmark level. Evidently this case study shows the impact that the program made district wide, but I am curious to know why it has made such an impact. What is it about Heggerty’s program that increases kids understanding of sounds. Another comment that was mentioned in the case study is that teachers had PD regarding this program to understand the “WHY” to give them the knowledge to be able to educate their students better. Without that knowledge, I believe that the program would be useless, and most would have a hard time moving towards a new program after already being set in their ways.

Shanahan, T. (2015, April 16). Is Rhyming Ability Important in Reading [web log]. Retrieved from https://www.readingrockets.org/blogs/shanahan-on-literacy/rhyming-ability-important-reading.

 Shanahan indicates that rhyming has been a predictor for better readers in grades two to six. Children who struggled to produce rhyming words correlates with children who score lower at benchmark reading levels. The National Early Literacy Panel found came to two conclusions in 2008. The first, that rhyming is a predictor of reading ability, but it is not as strong as blending or isolating phonemes. The second, there were few learning strategies for teaching rhyming however playing with sounds does improve reader ability. While rhyming is important for phonemic awareness skills especially at a young age, it is not critical to the development of a good reader like other phenomic skills. Rhyming is typically an easier skill to pick up on and kids love to practice it. At a young age, I believe that this is an easy way to include phonemic awareness into the classroom by singing nursery rhymes or playing rhyming games. While it may not be the strongest predictor of reading ability compared to other skills, it does not do harm to young readers which is my thought as to why Heggerty has included it in his lessons.

Usually, the lessons start with rhyming words and the lessons expands through the weeks from having the kids repeat the rhymes to challenging them to make their own rhymes. This can also help with their vocabulary for learning new words or how some letters can make similar sounds.

Orpi, D. (2023). Blending Words: How to Teach Blending Sounds. Retrieved from https://thriveedservices.com/blending-words-how-to-teach-blending-sounds/.

Blending is the process of combining words to make sounds and often segmenting goes hand in hand when learning about different sounds or words. The first step according to this teacher is to teach students orally as it will make it a lot easier when the student moves on to reading print. Students can practice blending syllables, onset, and rime, as well as individual phonemes. Heggerty’s program always starts with oral games first which would be support by this teaching strategy. It is also mentioned that understanding the difference between stops and continuous sounds is important and adding a sound wall to the room can aid students with producing the proper sounds. While Heggerty doesn’t come with a sound wall, there are blog posts on their resource page recommending them instead of word walls (promoted by Balanced Literacy). The next step is to teach stretching and connecting the sounds. It’s important to not over stretch sounds or to connect sounds improperly. Digraphs and blends are taught as two separate sounds and then merged to create one sound. Something I have noticed in my own teaching and assessment that the division has given me is that he wants kids to isolate sounds individually when segmenting and blending and ignores the blends and diagraphs. This to me is counterproductive because that is the end goal of what we want them to do.

Next the author says that introducing blends in print should come early on with consonant-vowel-consonant (CVC) words and word families. Using the letters s, a, t, p, i, n can create many words for early readers that can be useful to start blending efficiently. Making things multi-sensory using blending boards, or manipulatives can increase the engagement when learning sounds, blending, and segmenting.

Petscher, Y., Cabell, S., Catts, H. W., Compton, D., Foorman, B., Hart, S. A., Lonigan, C., Phillips, B., Schatschneider, C., Steacy, L. M., Terry, N. P., & Wagner, R. (2020). How the science of reading informs 21st Century education. https://doi.org/10.31234/osf.io/yvp54

This article focuses on how the reading wars have caused controversary over the years. The arguments against the Science of Reading (SOR) have been mostly experienced based or people being confused with the research behind the SOR. When trying to explain to a group who has used Balance Literacy for so long, they often do not believe the research as they have first-hand seen Balanced Literacy work in their own classrooms or within their own research. This Meta-analysis argues that the foundational skill in phonemic awareness allows for students to create a solid base to learn how to read much easier and have better skills that can help them later. The ability to decode sounds into words is one of the most critical features when learning how to read and the increases the ability for the brain to orthographically map the letters and sounds. One thing is clear, it is evident even more research needs to be completed to show more evidence in favour of the SOR and the multiple ways that it can impact different types of learners. A great question that is raised in this article is what happens to the students who stop receiving SOR interventions? The research shows that the effect sizes reduce overtime, like how a child learning a foreign language in school will lose that skill if not practiced or once they graduate and no longer experience it every day. A longitudinal study could be completed to show if SOR interventions have a lasting effect into students’ later years or post high school.

This analysis also insist that students need explicit instruction in phonemic awareness to make interventions successful which is exactly what Heggerty does in their lessons. The research shows that Heggerty’s program should be successful given it’s short but engaging lessons, and explicit instruction on multiple areas of phonemic awareness.

YouTube. (2021). *Heggerty 101 Webinar*. *YouTube*. Retrieved March 13, 2023, from https://www.youtube.com/watch?v=CBQFDOrs73Q.

Heggerty only offers full 35-week lessons for Early Kindergarten, Pre-Kindergarten, and Kindergarten. They offer a 24-week program for Primary, and a 12-week extension for grades 3-5 and a “Bridging the Gap” assessment-based intervention for grades 2-5. These programs make me wonder if there should be more advanced phonics instruction for elementary grades instead of just Primary extensions for 3 years of elementary. As early readers, they need phonics instruction just as much as the young readers to improve their reading abilities. This ties back into previous research wondering if phonics skills dissipate after you stop practicing. More research needs to be completed to prove whether this theory is true or not. If it is, then more phonics instruction programs are needed for higher grades. Heggerty must be followed strictly week by week as the curriculum becomes harder and practices more skills as the program progresses. The teacher is meant to teach it live to the students along with the proper actions. The videos provided are supplemental but can be used as the main lessons if teacher isn’t comfortable teaching it with the hand motions. Something I become concerned about regarding the hand motions is that kids are remembering the correct way to blend, segment or isolate only because of the hand gestures. I see it as a benefit but also as a negative.

Decodable books are available for grades 2-5 and grade one students will have access soon to decodables. This resource is essential to making lessons intentional and allow students to work on these skills at home as well. As she stated, this is a bonus lesson and should not replace regular phonics instruction so adding these decodables would make a great added feature.